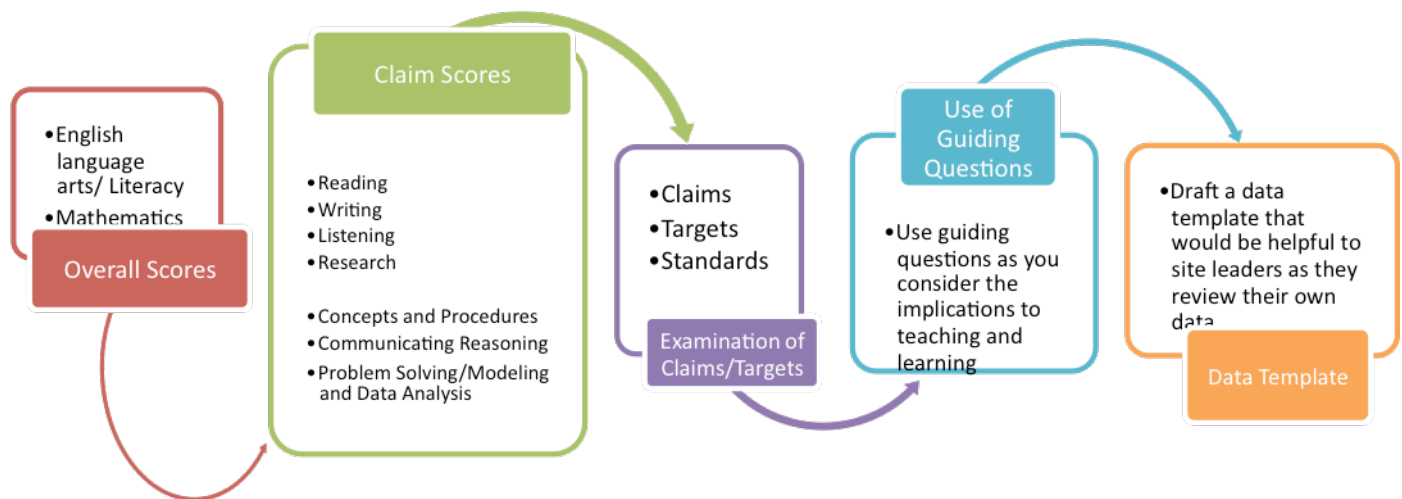# Using Smarter Balanced Summative Score Reports
Reflecting on Instructional Practice and Standards Implementation

OVERALL OUTCOMES

- **Draft a data template to use with school sites**
- To gain a deeper understanding of the Smarter Balanced summative assessment and results in connection with the claims, targets, and standards.
- To use tools effectively to reflect on instructional practice and standards implementation.
- To use data to inform practice and improve teaching and learning.

Overall Scores
- English language arts/ Literacy
- Mathematics

Claim Scores
- Reading
- Writing
- Listening
- Research

- Concepts and Procedures
- Communicating Reasoning
- Problem Solving/Modeling and Data Analysis

Examination of Claims/Targets
- Claims
- Targets
- Standards

Use of Guiding Questions
- Use guiding questions as you consider the implications to teaching and learning

Data Template
- Draft a data template that would be helpful to site leaders as they review their own data

Available Tools

- Smarter Threshold Scale Scores
- Achievement Level Bands
- Threshold Achievement Level Descriptors
- Summative Assessment Blueprints
- Claims Alignment Documents (Riverside COE, Smarter Balanced)
- Data Sheets
  - o Overall Summative
  - o Claim Scores
- Examples of templates
- Guiding questions
- Colleagues

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Beginning the Process

- Use the data as an entry point into the curriculum, instruction and assessment cycle
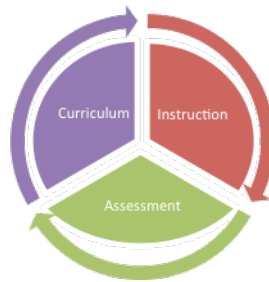
<u>Managing the Data</u>

Below are the ELA and mathematics achievement level ranges and threshold cut scores (in bold); they can be used in making data observations about overall scores.

English language arts/literacy

Grade	**Level 1** Equal to or Below	**Level 2** From	To	**Level 3** From	To	**Level 4** Equal to or Above
3	2366	**2367**	2431	**2432**	2489	**2490**
4	2415	**2416**	2472	**2473**	2532	**2533**
5	2441	**2442**	2501	**2502**	2581	**2582**
6	2456	**2457**	2530	**2531**	2617	**2618**
7	2478	**2479**	2551	**2552**	2648	**2649**
8	2486	**2487**	2566	**2567**	2667	**2668**
11	2492	**2493**	2582	**2583**	2681	**2682**

Mathematics

Grade	**Level 1** Equal to or Below	**Level 2** From	To	**Level 3** From	To	**Level 4** Equal to or Above
3	2380	**2381**	2435	**2436**	2500	**2501**
4	2410	**2411**	2484	**2485**	2548	**2549**
5	2454	**2455**	2527	**2528**	2578	**2579**
6	2472	**2473**	2551	**2552**	2609	**2610**
7	2483	**2484**	2566	**2567**	2634	**2635**
8	2503	**2504**	2585	**2586**	2652	**2653**
11	2542	**2543**	2627	**2628**	2717	**2718**

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Summative Score Reports

- Overall Score Level
    - Use the achievement level ranges as a way to gauge performance of the targeted group
    - Consider targeted score in relation to other evidence, such as:
        - other schools/grades
    - Consider targeted score in relation to other evidence, such as:
        - other measures/student work/teacher observation
    - What do the threshold descriptors say; how might you use the descriptors to examine performance
    - What targets and standards are in each claim; use the guiding questions to bring more specificity to your analysis

- Claim Score Level
    - Look for differences in performance across the content area
    - Review in the context of the larger environment, larger set of evaluative tools
    - Possible strengths and needs within the Content Area

Example Data – Managing the Numbers

Spring 2015 Smarter Balanced		Average Scale Score	Performance Level	Threshold Score	Below - Above Expected	Strongest Claim Area	Weakest Claim Area
Grade	Content						
6	ELA	2469	2	2457	Below	Listening	Reading
7	ELA	2489	2	2479	Below	Research / Inquiry	Reading
8	ELA	2510	2	2487	Below	Listening	Reading

Example Data Template – Managing the Numbers

(Data being analyzed)		Average Scale Score	Performance Level	Threshold Score	Below - Above Expected	Strongest Claim Area	Weakest Claim Area
Grade	Content						

Possible Guiding Questions for Discussion and Analysis:

- *What do you notice about the overall scores?*
- *What surprises you?*
- *Think about possible reasons for observed data.*
- *How do the grade level scores compare with the SB threshold scores?*
- *Which scores look most noticeably different from the population being studied?*
- *Do the overall scores suggest one content is stronger than the other?*
- *Which claims within the content area are higher performing?*
- *Which claims within the content area are weaker performing?*
- *What evidence of student knowledge or skills (including student work) do we have that would allow us to drill down beyond the claim level to the targets or standards?*
- *What curriculum and materials do we have to address these areas of strength and areas of need for the coming year?*
- *What might the implications be for instructional practice?*
- *What might the implications be for student learning?*
- *How do I find examples of student work that address the target area?*
- *What evidence do I need during classroom instruction to know that my students are making progress toward meeting the targets for each claim?*
- *Where can I find examples of evidence to meet the targets for each claim?*
- *How might I use the performance tasks to illustrate student performance; to guide the direction of intervention given the data observed?*
- *How do these results affirm areas where I provided instruction?*
- *How do these results point to gaps in instruction?*
- *What would you consider is the single-most important factor contributing to the apparent successes/needs as indicated by the scores?*
- *Looking at claim area where large percentage of students are below standard, what instructional strategies might we change?*
- *-How could instructional time be adjusted to meet the needs of students and close the gaps observed in the data?*

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Example Reflection Template – Beyond the Numbers

Teaching and Learning Inventory: Content Area: _____				
Component	In Place	In Progress	Not Available or Not occurring	Possible Next Step or Reflection
Teachers have a written curriculum aligned to the Common Core				
Teachers understand how to teach key concepts and skills at their grade level				
Teachers use ongoing formative assessment practices and tools				
Teacher make use of Interim assessment(s), including SBAC IABs to measure student progress				
Teachers have collaborative planning time to discuss effective and responsive teaching practices/strategies				
Teachers have sufficient collaborative planning time to examine student work				
Claim _____				
Teachers have sufficient materials and resources aligned to this particular claim				
Learning goals/success criteria are articulated for this claim				
Model/anchor/exemplar student work products available to teachers and students for this claim				
Teachers have evidence of student knowledge or skills (including student work) that gives them more information about the targets and standards that comprise this claim.				

Example Reflection Template - Beyond the Numbers

Claim Area	Target	Standard	Guiding Questions	Reflections	Action/Next Step
Reading	Central Ideas	Determine a theme	What curriculum and materials do we have to address these areas of strength and areas of need for the coming year?		
			What might the implications be for instructional practice?		
			How do I find examples of student work that address the target area?		